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CO 730 ADVANCED ISSUES IN CROSS-CULTURAL COUNSELING

Area of Counseling and Pastoral Care

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Prerequisite: CO 601

Office Hours: By Appointment
Office: Strager Hall

Class Time: From 9:00 – 4:00 PM;
Feb. 15 & 16; March 07 & 08; April 18 & 19

Course Description:

The purpose of this course is to help students to develop a counseling ministry, which will be sensitive and helpful to various cultural groups. Counseling, whether it be in this country or overseas, requires a basic understanding not only of how various ethnic groups live and relate but also of one's own possible stereotypes, which may hinder effectiveness in the counseling process. This course is an attempt to integrate material scripturally, experientially, psychologically and theologically. In addition, the course will examine issues of racism, differences in religio-cultural values and world-views, verbal and non-verbal communication and other factors that effect the processes of counseling. Lectures, videos, role-plays, group discussions and a cross-cultural inventory (books and articles) will be used to present techniques and approaches in working in a cross-cultural context.

Course Objectives:

General: To

- (1) develop a knowledge and understanding of the major issues surrounding multi-cultural counseling; and
- (2) enhance the ability of the counselor to be able to see beyond the presenting problem, build rapport, and counsel effectively those of a different ethnic background.

Educational: To

- (1) develop a competence in understanding the historical, sociological, familial and societal influences placed upon each ethnic or minority group;
- (2) understand the various theories concerning each ethnic group's attitudes towards society and counseling;
- (3) gain an understanding of one's own possible prejudices or stereotypes towards certain ethnic populations and develop a plan in dealing with them; and

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(4) develop a biblical framework for race relations which will in turn effect cross-cultural counseling.

Course Performance Goals:

Cognitively: To

- (1) articulate the different issues a counselor faces in forming a therapeutic alliance with different clients of a different ethnic origin;
- (2) explain the different approaches to bring about an effective counseling relationship with clients of a different ethnic background;
- (3) identify the salient features of North American majority Caucasian culture and how it varies from those around it;
- (4) understand the major subcultures within North American life;
- (5) recognize the ramifications of poverty, urban life, and racism on emotional functioning;
- (6) be able to apply effective counseling strategies with peoples from non-western worlds; and
- (7) self evaluate on personal knowledge about cross-cultural issues and then work on those areas that require change.

Affectively: To

- (1) develop a greater appreciation for cultures that see the world in a different framework than one's own;
- (2) develop a greater awareness of the struggles ethnic minorities face because of living in North America;
- (3) learn about other cultures outside of North America, celebrating commonalities and differences, and reaffirming the fact that we are all one in Christ; and
- (4) learn that Christ is not against culture but meets people within their culture as he transforms them.

Required Texts:

Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (2007). Counseling Across Cultures, (6th ed.). Thousand Oaks, CA: Sage

Sue, D. W., and Sue, D. (2007). Counseling the Culturally Diverse: Theory and practice, (5th ed.). New York: John Wiley & Sons

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Mucherera, Tapiwa N. (2005). Pastoral Care From a Third World Perspective: A Pastoral Theology of Care from an Urban Contemporary Shona in Zimbabwe, NY: Peter Lang

Dwairy, M. A. (1998). Cross-Cultural Counseling: the Arab-Palestinian case. New York: Haworth Press

Recommended Texts and Other Sources:

Augsburger, David, (1986). Pastoral Counseling Across Cultures Philadelphia: Westminster Press

Atkinson, D. R., (1989). Counseling American Minorities. Iowa: Wm. C. Brown Publishers

Boyd-Franklin N., (1989). Black Families in Therapy: A multisystems approach. New York: The Guilford Press

Fukuyama, M., & Sevig Todd D. (1999). Integrating Spirituality into Multicultural Counseling. London: Thousand Oaks

Ivey, A. E., D'Andrea, M., Ivey, M. B. & Simek-Morgan, L., (2006). Theories of Counseling and Psychotherapy: A Multicultural Perspective (6th ed.)

Jones, S. L. & Yarhouse, M. A. (2007). Ex-gays?: a longitudinal study of religious mediated change in sexual orientation. Downers Grove, IL: InterVarsity Press

Pederson P. B. & Ivey A. (1993). Culture-Centered Counseling & Interviewing Skills. Westport, Con: Praeger Publishers

Payne, L. (1996). The Broken Image: Restoring personal wholeness through healing prayer. Grand Rapids, MI: Baker.

Yarhouse, M. A., & Burkett, L. A. (2003). Sexual identity: A guide to living in the time between the times. Lanham, MD: University Press of Grove City College

The following journals contain articles that address cross-cultural issues in counseling and will be useful for finding articles for assignment 2 & 3 below. Most of the journals are accessible through Info Commons.

Adolescence

Counseling and Values

Counseling Psychology

Counselling Psychology Quarterly

Cross Currents

Family Journal

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Family Relations

Interpretation: A Journal of Bible and Theology

Journal of American Indian Education

Journal of Black Psychology

Journal of Counseling and Development

Journal of Counseling Psychology

Journal of Cross-cultural Psychology

Journal of Marital and Family Therapy

Journal of Mental Health Counseling

Journal of Multicultural Counseling and Development

Journal of Multicultural Social work

Multicultural Teaching

Pastoral Psychology

Women and Therapy

Course Policies:

Attendance is required and essential for understanding and processing the material. Because of the intensive nature of every session for this course, no absence or missed work due will be accepted. Arriving more than one-half hour after class begins or leaving more than one-half hour before the class ends will significantly affect your final grade.

This is a challenging course with many experiential opportunities and a significant amount of material to cover. Each student is expected to fully participate in the exercises in class and complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assignments. *Informed* participation is expected and considered in your final grade.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

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As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted electronically by the due date. Although late papers will be accepted, they will not receive written comments and will receive lower grades (by 1/3 of the total grade).

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Regarding incomplete work, a grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Gender Inclusive Language Gender inclusive language is required for all papers when referring to humanity (i.e, humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. **Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.**

Feedback on assignments will be timely and substantive:

Timely: For assessments of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment "B" builds on assignment "A," assignment "A" should be returned before assignment "B" falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

Substantive: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes

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passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).

Grading Rubrics:

If you review the rubric carefully before you begin your assignment then you will know the standards set to evaluate your work. Rubrics will be uploaded to the course website (Moodle).

Course grading:

I will adhere to the grading criteria on page 30 of the 2006-2008 catalog. Asbury Seminary defines grades using the following criteria:

A= Exceptional work: outstanding or surpassing achievement of course objectives
B= Good work: strong, significant achievement of course objectives
C= Acceptable work: essential achievement of course objectives
D= Marginal work: minimal or inadequate achievement of course objectives
F= Unacceptable work: failure to achieve course objectives
A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below acceptable, etc.). When all is said and done and all the grades are averaged together, here is the final scale of measurement:

A	94+	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

Course Requirements:

1. Participation. [10%]

You are expected to attend all classes and actively participate in all class related activities and discussions. Discussion is the primary instructional method used for this course. If you miss 1 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade.

2. Group Presentation and Role Play. [35%]

Role Plays (will be presented *Live in class*).

The class will be divided into groups of 5 or 6 depending on the size of the class. Your particular group will function as an ethnic family unit. Someone will play the

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role of the counselor or co-counselors. Others will play members of the family unit and must show adequate knowledge from readings and interviews, of their awareness of the particular ethnic role they are playing. The role-play will be video taped live in class. Twenty (20) minutes will be allocated for the role-play. I expect you to practice outside of class at times agreeable to your group. Feedback from peers and the instructor will follow soon after your role-play. There will be 20 minutes devoted to feedback to your role-play.

Group Presentation on a particular Ethnic minority group (will be presented before or after your role-play).

The group will identify a family or an ethnic minority person(s), (same ethnic origins) from a cultural background with which the students in the group are not familiar. (If there is an ethnic minority in your group you cannot study that particular individual's culture). In this class, we are studying cultures that are Indigenous or those of ethnic minorities (which excludes all Caucasian, Western or Euro cultures). The students should seek to be learners, especially in regards to *family structures* and *traditions*, which would impact the counseling process. As a group you will have **40 minutes** to present your findings based on *research and/or interviews* about: *a brief history of the ethnic group you have chosen, their experiences of oppression, family values systems, cultural worldview, religious beliefs or spirituality, influence of colonization and Christianity; and stereotypes held by others about that particular group.* The students' presentation is an attempt at integrating both the findings (interviews if done) and **outside written sources (research)** in support or contrary to some of the generally held stereotypes about the group. There will be **15 minutes** devoted to Q&A following your presentation.

3. Research Paper [35%] Due April 28th

A research paper of 16-18 pages (I will not read beyond 18 pages), addressing the following:

a) a brief *historical background* of ethnic group's *traditional religio-cultural values (world view); influences or experiences of colonization and/ or oppression, Christianity; and family values systems.* (Please do not choose people considered Western or Caucasians). (5)

b) address how the ethnic minority group continues to experience inequality and give examples of stereotypes, prejudices, racism, oppression, language (verbal and non-verbal) barriers in providing counseling with the particular ethnic group chosen for the paper; *and* how the counseling relationship is affected by the level of counselor/counselee's racial /personal identity development; (5)

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c) the question why North American Caucasian or Western theories and approaches in general are not always appropriate and relevant for some ethnic minorities in counseling, particularly with the ethnic group you have chosen; *and* provide two theories or approaches (with some adjustments) you believe would be most appropriate for the group and why; *and* what cultural sensitive skills needed in working with the ethnic group you chose; (3)

d) the paper covers the question how you ***integrate spirituality*** in counseling with the specific group you chose (also read Counseling Across Cultures p.78-80, 273-287, 291-292). From your research, *state the importance of spirituality for this ethnic minority group and what traditional religious beliefs and Christian values that could easily be integrated into a counseling relationship; and* (from a Biblical perspective) what mandates are there in providing counseling to those of different culture from one's own? (4)

e) Finally, summarize some of the things that you have discovered about yourself in terms of strengths and the areas of development you need to work on in your engaging others in counseling cross-culturally (1).

NB: If you are from outside the USA, you cannot choose ethnic minorities from the continent, which you come. Ethnic minorities in the class cannot write on counseling Caucasians or your own ethnic group. Basically, you cannot write on ethnic groups of European heritage (Euro-Americans, Europeans, Caucasian-Canadians, etc. or your own or those from your continent of origin).

Please follow APA writing standards and rubrics at the end of this syllabus.

4. Book Summaries. [20%] Due March 28th

You are to submit 2 book-summary reflections (5 pages each, APA style). The first summary should be on Dr. Mucherera's book, and the second on Dwairy's book. Please submit electronically.

In this assignment, the student should not simply repeat what the text says. Rather, the student should interact with the material. Such interactions would include, but not be limited to the following suggestive areas: *The student's cognitive and emotional reaction to the material; any agreement or disagreements with the author's position; any new insights gained from the material; behavioral responses to the material (that is, what the student might do differently as a result of reading the material); Christian response to, and/or application of the material; how the material corresponds to or differs from the student's experience; and how the material might be meaningfully applied within a group context.*

A "C" grade paper: Largely repeats in new form what was read, without any meaningful interaction.

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A "B" grade paper: Provides interaction around at least a couple of the areas mentioned above in italics or similar areas of consideration.

An "A" paper: Provides significant interaction with the material including 3 or more of the areas mentioned above in italics.

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.

Class Schedule :

Feb. 15 & 16	Intro / Basic Issues in Cross-Cultural Counseling / Barriers / Culturally Appropriate interventions
Read:	Sue & Sue, chapters 1, 2, 3, 4, 5, 6 & 7 Pedersen, et al., chapters 1, 2, 3, 4 & 5
Mar. 07 & 08	Family Counseling / Minority & White Racial Identity Development / Social Justice Issues / Specific Populations
Read:	Sue & Sue, chapters 8 to 13 Pedersen, et al., chapters 20 to 24
April 11 & 12	Working with Specific Populations / Group Presentations
Read:	Sue & Sue, chapters 14 to 17, 19 & 23 Pedersen, et al., chapters 6 to 12 & 17

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Expectations for writing a Research Paper

1. The Publication Manual of the APA is the **only** criteria you should follow when writing your paper.
2. Papers should be limited to the length stated in the syllabi. Writing succinctly and clearly is one of the key characteristics of a graduate level education. The length **excludes** the cover page and reference list.
3. All papers include a cover page, the body of the paper, and a reference list. There is no need for an abstract.
4. Use 12 cpi font with 1" margins all around. Double space. **Paginate**.
5. In APA style there **must** be **100%** agreement between your reference list and your use of in-body citations. In other words, there should be an in-body citation for every item in your reference list.
6. **USE HEADINGS!** See APA Publication Manual for directions.
7. Your research should include only current literature, which is defined as that written since 1997. The paper must include a **minimum** of **10** references. Magazines (Newsweek, Time, Psychology Today, Ladies Home Journal, etc.) do **not** count as scholarly journals therefore they only count as additional information. Web-based references must come from journals whose contexts have been placed on the web.
8. The REFERENCE list [not bibliography] at the end of your paper denotes everything that you cited in the body of your paper. In other words, all references should show up at least once in the text of your paper (and not necessarily as a direct quote!) and the bibliographic data is given at the end of the paper in the Reference list.
9. Do not make your paper a series of quotes! Use direct quotes sparingly. Instead, paraphrase important concepts and then cite the source. If you have questions about this, see the current edition of the American Psychological Association Publication Manual.
10. Do not make your paper a serial book report. An integration of sources yields a better paper. Serially summarizing authors' work **without** critique, comparison, or evaluation yields a mediocre grade.
11. Your paper needs to start with an introduction, which states the purpose of it and describes the major movements of your presentation [Tell me what you are going to write about]. Conclude your paper with a well-written paragraph or two that restates your purpose and reviews the flow of your work [tell me what you wrote about].
12. Check and double-check your spelling and grammar. Have somebody else read your paper before you submit it.

Grading Rubric for Class Presentation

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	Excellent	Good	Weak	POINTS
Class Presentation Excellent = 46-50 Good = 45-41 Weak = 40 or lower	Presentation reflects a graduate level engagement with topic. Reviewed an advanced understanding of counseling issues germane to this situation. You dress and conduct yourself in a professional manner . Presenters coordinated their part successfully and smoothly. Time was well allocated. You did not go over-time. Audio-visual aids reflect professional excellence and are used properly. Successfully engaged the class in the discussion and practice of the skills taught.	Demonstrates an emerging graduate level understanding about your topic. Your dress and conduct was somewhat professional . Time was allocated in an appropriate manner. Transitions between presenters was somehow awkward. You did not go over-time. Audio-visual aids were used appropriately. Most of class members participated in suggested activities. A fair level of discussion was sustained.	Presents basic information that does not go beyond textbook. Dress and presentation were too casual in nature. Time was not used well. There was no coherence between presenters. Presentation was too short or too long. Audio-visual aids were not used well. Class members did not fully participate in discussions or exercises.	
Class Handout Excellent = 24-25 Good = 23-21 Weak = 20 or lower	Covers all required elements in graduate level manner. No typographical or grammatical errors. Professional presentation. Thoroughly summarizes the presentation and goes beyond the PowerPoint use in presentation. Some extra and relevant resources were provided.	Covers most aspects of presentation. Some typographical or grammatical errors. Information moderately appropriate to topic. Information about the model presented lacks clarity. Resource information is good, but some aspects are missing.	Many aspects of presentation are missing. Many typographical or grammatical errors. Information about model presented is inadequate. Resource information is inadequate. Handout is only a copy of PowerPoint use in presentation.	
Overall Comments Excellent = 24-25 Good = 23-21 Weak = 20 or lower	Class session flowed smoothly in all ways. Team members gave equitable investment of time and energy as evidenced in the overall presentation. Coherent.	Class session had some problems to flow smoothly. Uneven involvement by team members is evident. Moderately coherent presentation.	Class session seemed thrown together at last minute. No depth to information or group strategies.	

Total: _____ out of 100